

Year 11 Spanish Autumn Term 1

What? When? Why?	Lesson 1 Learning intentions (what can a student do at the end of the lesson)	Lesson 2 Learning intentions (what can a student do at the end of the lesson)	Lesson 3 Learning intentions (what can a student do at the end of the lesson)
Week 1	Revising reflexive verbs. Describing meal times. Talking about daily routine. Using 'soler' and the infinitive. Reading about the daily routine.	Talking about illnesses and injuries. Asking for help in a pharmacy. Using 'estar' for temporary states and feelings. Listening to people talking about their ailments.	Revise body parts. Using 'doler' in the present and perfect tense. Listening to people talk about their body pains. Translating sentences into Spanish about ailments.
Week 2	Talking about typical foods. Spotting words which indicate an increase or decrease. Listening to people talking about a decrease or decrease. Using the words for quantities or containers followed by day.	Reading about typical foods. Learning how to form the passive voice. Listening to interviews about typical foods. Revisiting direct object pronouns. Writing an article about typical food from your country.	Speaking and writing assessment practice Introducing key vocabulary and structures for the role play and photo-card areas. Developing fluency for the general conversation part of the exam.
Week 3	Comparing different festivals. Learning ways to avoid using the passive voice. Paying attention to question words. Reading for detail to answer questions accurately. Listening for detail to answer questions accurately.	Using the 'they' form of the verb taking extra care with reflexive, stem-changing and irregular verbs. Comparing two festivals. Writing a text about Guy Fawkes night.	Speaking and writing assessment practice Introducing key vocabulary and structures for the role play and photo-card areas. Developing fluency for the general conversation part of the exam.
Week 4	Describing a special day. Using reflexive verbs in the preterite tense in the first person. Reading about different festivals. Inferring meaning in literary texts.	Listening to people talking about celebrations. Translating texts about a special day into Spanish. Reading and understanding extracts from a novel.	Speaking and writing assessment practice Introducing key vocabulary and structures for the role play and photo-card areas. Developing fluency for the general conversation part of the exam.
Week 5	Ordering food in a restaurant. Using absolute superlatives.	Spotting irregular verb patterns in the preterite tense.	Speaking and writing assessment practice Introducing key vocabulary and structures for the role play and photo-card areas.

	Listening for detail to a dialogue in a restaurant.	Listening to people talking about their menu choices. Reading about complaints to restaurants. Writing a complaint to a restaurant.	Developing fluency for the general conversation part of the exam.
Week 6	Talking about a music festival. Describing your favourite band and singer adding interest. Listening to people talking about their reading interests. Reading about different music events.	Revisiting the 'we' form of 'ar' and 'ir' verbs in the present and preterite. Reading a text about a music festival paying attention to detail. Using expressions followed by the infinitive. Describing your experiences at a music festival.	Speaking and writing assessment practice Introducing key vocabulary and structures for the role play and photo-card areas. Developing fluency for the general conversation part of the exam.
Week 7	Reading about accidents at Christmas. Learning about the importance of the 15 th birthday. Listening for detail about different music festivals.	Using a success criteria to achieve the highest grades in writing. Writing about why festivals and traditions are important using the success criteria. Translating a text into Spanish about the daily routine and food preferences. Listening for detail about celebrations.	Speaking and writing assessment practice Introducing key vocabulary and structures for the role play and photo-card areas. Developing fluency for the general conversation part of the exam.

Year 11 – Spanish Autumn Term 2 (Viva GCSE)

<p>What? When?</p> <p>Why?</p>	<p>Lesson 1</p> <p>Learning intentions (what can a student do at the end of the lesson)</p>	<p>Lesson 2</p> <p>Learning intentions (what can a student do at the end of the lesson)</p>	<p>Lesson 3</p> <p>Learning intentions (what can a student do at the end of the lesson)</p>
<p>Week 1</p>	<ul style="list-style-type: none"> Understanding the masculine and feminine forms of nouns (Recall of what nouns are masculine (ending in <i>-o/-or/-ón/-és</i>) and which ones are feminine (ending in <i>-a/-oin/-dad/-tad</i>). Remind students about the exceptions) Talking and listening about different jobs. Understanding when and when not to use the indefinite article (Explain the use of the indefinite article when talking about jobs) Describing different jobs' tasks. (Recall of infinitives and specific vocabulary expressions commonly used to describe the tasks in a job (s)) <p><u>Extended Learners:</u> Reading about different jobs. (Recall of complex negatives) (PAGE 138)</p> <p>PAGE 138</p>	<ul style="list-style-type: none"> Discussing job preferences. Listening to jobs people would like to do in the future and why. (Introduce adjectives to describe both jobs and personality) Using the conditional tense to say what they would like to do in the future. Creating dialogues to talk about different jobs and job preferences. <p><u>Extended learners:</u> Translating sentences from English to Spanish about jobs and job preferences (PAGE 139)</p> <p>PAGE 139</p>	<ul style="list-style-type: none"> Speaking assessment practice Planning and creating the answers for a role play card on Theme 3: 'Current and future study and employment' (Retrieval practice on Modules 2 and 7) <p><u>Extended learners:</u> Higher tier role play card on theme 3.</p> <p>PAGES 44 / 154</p> <p>AQA EXAM ROLE PLAY CARD ON THEME 3</p>
<p>Week 2</p>	<ul style="list-style-type: none"> Talking about how we earn money (Recall of the present tense endings and formation/Recall of the most common irregular verbs in the present tense) Using 'solar' in the present and imperfect verb tenses. (Recall of 'solar + infinitive' to talk about what we usually do/ tend to do. Explain 'solar' in the imperfect tense to talk about things we used to do regularly) Reading about a part time job. <p><u>Extended learners:</u> Consolidation of the present and imperfect tense through extra activities provided</p> <p>PAGE 140</p>	<ul style="list-style-type: none"> Using verbs in different forms and tenses. (Explain the importance of knowing the infinitive of the verbs so we can use them in different tenses/persons of the verb and with expressions followed by the infinitive.) Writing a passage about what we do at home to help and in our part time job. Reading about employment for 16 years old <p><u>Extended learners:</u> Consolidation of the present, preterite imperfect and future verb tenses through extra activities provided.</p> <p>PAGE 141</p>	<ul style="list-style-type: none"> Speaking assessment practice Planning and creating the answers for a photo card on Theme 3: 'Current and future study and employment' (Retrieval practice on Modules 2 and 7) <p><u>Extended learners:</u> Higher tier photo card on theme 3.</p> <p>PAGES 44 and 45 / 154 and 155</p> <p>AQA EXAM PHOTO CARD ON THEME 3</p>

<p>Week 3</p>	<ul style="list-style-type: none"> Talking about work experience Reading about different work experiences Using the preterite and the imperfect tense to talk about work experience (Recall of the <u>the</u> uses of the <u>preterite</u> vs the imperfect tense) Listening and understanding questions about work experience. (Recall of question words) <p>Extended learners: Listening for detail about different work experiences.</p> <p>PAGE 142</p>	<ul style="list-style-type: none"> Using alternatives to 'and' (Introduce the phrases that provide interesting alternatives to 'and': 'no solo... <u>sino también/tanto... como</u>') Listening to work experiences (When/where/opinion) Reading about work experience in the present, the perfect, the future and the conditional tense. (Recall of verb tenses' endings and formation) <p>Extended learners: Writing a text about work experience including the three verb tenses (Preterite/perfect/conditional).</p> <p>PAGE 143</p>	<ul style="list-style-type: none"> Speaking assessment practice Developing fluency for the general conversation part of the exam on Theme 3: 'Current and future study and employment' (Retrieval practice on Modules 2 and 7) <p>Extended learners: General conversation higher questions</p> <p>PAGE 45 / 155</p>
<p>Week 4</p>	<ul style="list-style-type: none"> Talking about the importance of learning languages. (Introduce key vocabulary related to the topic) Reading about the advantages of learning a language (Remind students to be aware of distractors and to look for clue words such as 'más/sobre todo/principal/más que nada') Translating from Spanish to English a passage on the importance of learning languages. (Explain the 'saber' vs 'conocer' as they both mean the same) <p>Extended learners: Writing a passage explaining the main reasons why learning a language is important.</p> <p>PAGE 144</p>	<ul style="list-style-type: none"> Using the present and the present continuous (Explain uses of the Present vs the Present continuous) Listening and understanding a text about working abroad and the importance of being able to speak the language of the country. Creating a dialogue using the present and present continuous. <p>Extended learners: Completing extra tasks on the present and the present continuous correctly.</p> <p>PAGE 145</p>	<ul style="list-style-type: none"> Writing assessment practice Writing a passage of 90 words (AQA Exam Short Writing Task) on Theme 3: 'Current and future study and employment' (Retrieval practice on Modules 2 and 7) <p>Extended Learners: writing a passage of 150 words (AQA Exam Extended Writing Task) on Theme 3: 'Current and future study and employment'.</p> <p>PAGE 46</p>
<p>Week 5</p>	<ul style="list-style-type: none"> Applying for a summer job (Recall of adjectives used to describe personality and jobs) Reading and understanding about summer jobs. Listening and understanding job adverts. Understanding advantages and disadvantages of summer jobs. <p>Extended Learners: Writing a paragraph explaining why they are the right person for the job advertised (PAGE 146)</p> <p>PAGE 146</p>	<ul style="list-style-type: none"> Using indirect object pronouns (Introduce and explain indirect object pronouns) Writing a formal letter (Remind students the special conventions when writing a formal letter and the importance of using the '<u>usted</u>' (formal singular) form of the verb) Reading and understanding a job interview (Recall of key vocabulary and expressions) <p>Extended Learners: Writing a job interview (PAGE 147)</p> <p>PAGE 147</p>	<ul style="list-style-type: none"> Translation exam skills practice Translating a passage from English to Spanish on Theme 3: 'Current and future study and employment' (Retrieval practice on Modules 2 and 7) <p>Extended Learners: Translating a longer passage from English to Spanish on Theme 3: 'Current and future study and employment'.</p> <p>PAGE 47</p>
<p>Week 6</p>	<ul style="list-style-type: none"> Discussing gap years (Recall of key verbs in the infinitive) Using the conditional tense (Recall of the conditional tense formation and endings. Remind students of the verbs with an irregular stem) Using phrases with the imperfect subjunctive (Introduce the set phrases where the imperfect subjunctive is used) Reading and understanding a passage about a gap year. <p>Extended learners: Completing extra tasks on the conditional tense and the imperfect subjunctive correctly.</p> <p>PAGE 148</p>	<ul style="list-style-type: none"> Using the 24-hour clock (Recall of high numbers) Reading and understanding about gap years on a Spanish website. (Recall of key vocabulary expressions) Understanding announcements on train stations and airports. (Explain students to be prepared to hear the hour (0-23) followed by the minutes (up to 59)) <p>Extended learners: Successfully completing extra tasks on the 24-hour clock</p> <p>PAGE 149</p>	<ul style="list-style-type: none"> Speaking assessment practice Planning and creating the answers for a role play card on Theme 1: 'Identity and Culture' (Retrieval practice on Modules 3, 4 and 6) <p>Extended learners: Higher tier role play card on Theme 1.</p> <p>PAGES 44</p> <p>AQA EXAM ROLE PLAY CARD ON THEME 1</p>

<p>Week 7</p>	<ul style="list-style-type: none"> Talking about future plans (Introduce the phrases followed by the infinitive used in Spanish to express future plans. Recall simple future tense formation and endings) Listening and understanding about plans for the future (Introduce key vocabulary) Writing a dialogue about future plans (Remind students not to forget to use the 'tú' form of the verb when asking a question and the pronoun also has to change for reflexive verbs) <p>Extended learners: Completing extra tasks on the simple future tense successfully.</p> <p>PAGE 150</p>	<ul style="list-style-type: none"> Using the subjunctive with 'cuando' to talk about future plans. (Introduce the present subjunctive) Reading and understanding about future plans Listening and understanding about future plans that aren't certain (Explain the use of the words 'quizás' and 'tal vez') <p>Extended learners: writing a text about their own future plans.</p> <p>PAGE 151</p>	<ul style="list-style-type: none"> Speaking assessment practice Planning and creating the answers for a photo card on Theme 1: 'Identity and Culture' (Retrieval practice on Modules 3, 4 and 6) <p>Extended learners: Higher tier photo card on Theme 1.</p> <p>PAGES 44</p> <p>AQA EXAM ROLE PLAY CARD ON THEME 1</p>
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Teachers' notes to understand the learning intentions of each lesson:

BLACK	What a student can do at the end of a lesson
AZUL	Recalling/Retrieving knowledge from KS3 Content THAT NEEDS TO BE REVISITED to access the lesson
AMARILLO	Recalling/Retrieving knowledge from previous lesson (s)
VERDE	Extension work for extended learners/most able students
ROJO	Introducing new content
MORADO	Recalling/Retrieving knowledge from KS4/ Yr10